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AUTHOR	Byerley, Maxine; And Others
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ABSTRACT

The problem of decreasing enrollment among Senior 4-H Youth in Bradley County, Tennessee was studied. Data were collected from 208 ninth and tenth grade home economics classes. The data were classified into two groups: (1) girls who were 4-H club members at the time of the interview, and (2) girls who had been but were not in 4-H in 1970. The purpose was to determine the relation between the 4-H membership status and selected factors concerning personal and family characteristics, interests, and participation in youth organizations and 4-H activities and events. Forty-two variables were identified and used as a basis for comparing 4-H members and dropouts. Contingency tables were used to show the relationships, and chi square statistical analysis was made to show the significance level of relations identified. Seventeen major findings are reported. These findings showed that 4-H membership status was not significantly related to ages of the girls when data were collected, place of residence, age when first joined 4-H, school grade received most frequently and girls dating patterns. Family characteristics not significantly related to 4-H membership status were: parents marital status; annual family income; fathers' educational levels; fathers' occupations; mothers' employment outside the home, and mothers' attitudes toward 4-H. On the average, a higher percentage of the members than the dropouts felt that each 4-H event and activity should continue to receive about the same emphasis as at the time of the study, and there was a tendency for a higher percentage of the 4-H members than dropouts to know how to perform each of the 21 selected tasks. (Author/DB)

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A Research Summary of a Graduate Study

FACTORS WHICH INFLUENCE THE FOUR-H MEMBERSHIP STATUS OF THE NINTH AND TENTH GRADE GIRLS IN BRADLEY COUNTY, TENNESSEE

Maxine Byerley, Cecil E. Carter, Jr. and Robert S. Dotson

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FACTORS WHICH INFLUENCE THE FOUR-H MEMBERSHIP STATUS
OF NINTH AND TENTH GRADE GIRLS IN
BRADLEY COUNTY, TENNESSEE

by

Maxine Byerley

ABSTRACT

This study was concerned with the problem of decreasing enrollment among Senior 4-H Youth in Bradley County, Tennessee. Data were collected from ninth grade home economics classes at Bradley Central High School and Bradley Senior 4-H Club members. A total of 208 interview schedules was judged to be accurate and relevant and all 208 were used in the analysis. For purpose of analysis, data from 208 girls were classified into two groups according to the 4-H membership status of the interviewees: (1) girls who were 4-H Club members at the time of the interview (4-H members); and (2) girls who had been but were not 4-H in 1970 (dropouts). The purpose was to determine the relation between the 4-H membership status of these girls and selected factors concerning personal and family characteristics, interests, and participation in youth organizations and 4-H activities and events. Forty-two variables were identified and used as a basis for comparing 4-H members and dropouts. Contingency tables were used to show the relationships. Chi square statistical analysis was made to show the significance level of relations identified. Chi square values which at least achieved the .05 level were accepted as statistically significant. Computations were done by The University of Tennessee Computing Center.

Major findings of the study which were significantly related to membership status were:

1. Grade in school--a larger proportion of the dropouts than the 4-H members were in the ninth grade, 4-H members tended to be in the tenth grade.

2. Grade in school when first joined 4-H--girls who were 4-H members joined when in a lower grade than did the dropouts.

3. Number of years of membership--girls who were 4-H members had been members longer than the dropouts. The longer a girl had been in 4-H, the more likely she would be to remain in 4-H for another year.

4. Plans for college attendance--girls who were 4-H members had more definite plans to attend college than did the dropouts.

5. Regular church attendance--girls who were 4-H members also attended church regularly.

6. Mothers' educational level--mothers of girls who were 4-H members tended to have more formal education (i.e. high school or better) than the mothers of dropouts.

7. Mothers' membership in clubs or organizations--girls who were members tended to have mothers who were members of one or more clubs or organizations. When mothers were not members of any club or organization there was a greater tendency for the girls not to be members of 4-H.

8. Fathers' attitude toward daughters joining 4-H the first time--girls who remained in 4-H felt their fathers had a more positive attitude (i.e. were very pleased) toward 4-H membership than those who dropped out of 4-H.

9. Mothers attitude toward daughters joining 4-H the first time--girls who remained in 4-H perceived their mothers had a more positive attitude toward 4-H membership (i.e. were very pleased) than did the dropouts' mothers.

10. Fathers' attitude toward 4-H--girls who remained members felt their fathers were more interested in 4-H than those who dropped out of 4-H. Girls who remained in 4-H felt their fathers wanted them to devote more time to 4-H.

11. Free time--girls who were 4-H members felt they had more free time than the dropouts.

12. Membership in school organizations--girls who were 4-H members belonged to more school organizations than the dropouts.

13. Membership in out-of-school organizations--girls who were 4-H members belonged to a larger number of school organizations than the dropouts.

14. Membership in all organizations--girls who were 4-H members belonged to a larger number of organizations (i.e. in and out-of-school) than the dropouts.

15. Participation in school athletics--girls who were 4-H members were more active in school athletics than the dropouts.

16. Feelings about why others dropout--girls who were 4-H members felt that other girls dropped out of 4-H because it required too much time and responsibility.

17. Participation in 4-H events--girls who remained in 4-H participated in a larger number of 4-H events and activities than did the dropouts.

Four-H membership status was not significantly related to ages of the girls when data were collected; place of residence; age when first joined 4-H, school grade received most frequently and girls dating patterns. Family characteristics which were not significantly related to 4-H membership status were: parents marital status; annual family income; fathers' educational level; fathers' occupation; mothers' employment outside the home and mothers' attitude

toward 4-H. Other independent variables which were not significantly related to 4-H membership status were: participation in out-of-school athletics; feelings concerning competition; watching television; listening to music; attitude of peers concerning 4-H; and attitude toward 4-H record books.

A slightly higher average percent of 4-H members than dropouts felt more emphasis should be given to each of 16 4-H activities and events. On the average, a higher percentage of the members than the dropouts felt that each 4-H event and activity should continue to receive about the same emphasis as was given at the time of the study. On the average higher percentage of the dropouts than the members felt each of 16 4-H events and activities should receive less emphasis than given at time of the study.

On the average there was a tendency for a higher percentage of 4-H members than dropouts to know how to perform each of the 21 selected tasks. Although dropouts knew how to perform fewer of the 21 selected tasks than members, only a slightly higher percentage of dropouts than members wished to learn how to perform these tasks. A higher average percent of dropouts than members did not like to perform or would not like to learn the 21 selected tasks.

Implications and recommendations were also made.

FACTORS WHICH INFLUENCE THE FOUR-H MEMBERSHIP STATUS OF NINTH AND TENTH GRADE GIRLS IN BRADLEY COUNTY, TENNESSEE

A RESEARCH SUMMARY*

I. PURPOSES AND SPECIFIC OBJECTIVES

The purpose of this exploratory study was to determine the relation between the 4-H membership status of ninth and tenth grade girls in Bradley County, Tennessee, and selected factors concerning personal and family characteristics, interests, and participation in youth organizations and 4-H activities and events.

Specific Objectives

The specific objectives of the study were as follows:

1. To determine the relation between 4-H membership status and selected personal and family characteristics of ninth and tenth grade girls in Bradley County.

2. To determine the relation between 4-H membership status of ninth and tenth grade girls in Bradley County and participation in various organizations, events, and activities.

3. To determine the relation between 4-H membership status of the Bradley County ninth and tenth grade girls and their attitudes toward selected 4-H events and activities.

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*Maxine Byerley, Associate Extension Agent, University of Tennessee Agricultural Extension Service, Bradley County, Tennessee.

Cecil E. Carter, Jr., Associate Professor, Agricultural Extension Education Section, University of Tennessee, Agricultural Extension Service, Knoxville, Tennessee.

Robert S. Dotson, Professor and Head, Agricultural Extension Education Section, University of Tennessee, Agricultural Extension Service, Knoxville, Tennessee.

4. To determine the relation between 4-H membership status of ninth and tenth grade girls in Bradley County and their interest in the performance of selected tasks of 4-H project work.

This study was undertaken because of the large numbers of girls who drop out of 4-H, particularly at 14 or 15 years of age. It was believed that data from such a study might be helpful in planning 4-H programs which might better meet the needs and interests of senior 4-H age girls.

II. METHOD OF INVESTIGATION

The population of the study included all girls in the ninth grade home economics classes of Bradley Central High School and girls who were members of the Bradley County Senior 4-H Club who did not take home economics or attend Bradley Central High School. Data were secured from 258 girls who were present in the home economics classes and at the Senior 4-H Club meeting on days group interviews were conducted. Fifty questionnaires were deleted due to the fact that the girls had never been 4-H Club members. This left a total sample of 208 girls, including 33 4-H members and 175 dropouts, who provided data which were used in the analysis.

III. METHOD OF ANALYSIS

The completed questionnaires were coded and responses were recorded on data sheets. Data were punched on data processing cards. Forty-two variables were identified and used in the analysis of factors related to the membership status of ninth and tenth grade girls. Computations were made by the University of Tennessee Computing Center. A contingency table analysis program was used. Output from this program included: (1) frequency tables, (2) row, column and table percentages; and (3) chi square and degrees of freedom. The chi square values which achieved at least the .05 probability level were accepted

as statistically significant. Although research and null hypotheses were not stated, an assumed null hypothesis existed for each of the 42 variables.

IV. MAJOR FINDINGS

Major findings were classified and presented under headings related to the objectives of the study.

Relation Between 4-H Membership Status and Selected Personal Characteristics*

Four-H membership status was significantly related to five of the personal characteristics studied. Personal characteristics of ninth and tenth grade girls in Bradley County found to be significantly related to 4-H membership status included the following:

1. Grade in school--a larger proportion of the dropouts than the 4-H members were in the ninth grade, 4-H members tended to be in the tenth grade.

2. Grade in school when first joined 4-H--girls who were 4-H members joined when in a lower grade than did the dropouts.

3. Number of years of membership--girls who were 4-H members had been members longer than the dropouts. The longer a girl had been in 4-H, the more likely it was for her to remain in 4-H for another year.

4. Plans for college attendance--girls who were 4-H members had more definite plans to attend college than did the dropouts.

5. Regular church attendance--girls who were 4-H members also tended to go to church regularly.

Personal characteristics of ninth and tenth grade girls in Bradley County which were not significantly related to 4-H membership status included the

*See data in Table I.

following:

1. Ages of the girls when data were collected--age was not a significant factor influencing 4-H membership.

2. Place of residence--4-H members and dropouts did not differ significantly as to their place of residence (i.e., urban, rural, non-farm).

3. Age when first joined 4-H--although the 4-H members tended to join 4-H at a younger age (i.e., nine years of age), they did not differ significantly from the dropouts.

4. School grade received most frequently--although not significant, there was a strong tendency for 4-H members to report receiving higher school grades (i.e., A's and B's) than did the dropouts.

5. Girls dating patterns--although a higher proportion of the 4-H members tended to be "going steady" than of the dropouts, the differences were not significant.

Relation Between 4-H Membership Status and Family Characteristics*

Four-H membership status was significantly related to five of the selected family characteristics studied. Family characteristics of ninth and tenth grade girls in Bradley County found to be significantly related to 4-H membership status included the following:

1. Mothers' educational level--mothers of girls who were 4-H members tended to have more formal education (i.e., high school or better) than the mothers of dropouts.

2. Mothers' membership in clubs or organizations--4-H members' mothers tended to hold membership in one or more clubs or organizations. When mothers were not members of any club or organization, there was a greater tendency for the girls not to be members of 4-H.

*See data in Table II.

3. Fathers' attitude toward daughters joining 4-H the first time--girls who remained in 4-H felt their fathers had a more positive attitude (i.e., were very pleased) toward 4-H membership than the dropouts.

4. Mothers' attitude toward daughters joining 4-H the first time--girls who remained in 4-H perceived their mothers to have more positive attitudes toward 4-H membership (i.e., were very pleased) than did the dropouts.

5. Fathers' attitude toward 4-H--girls who remained members felt their fathers were more interested in 4-H than did the dropouts. Girls who remained in 4-H felt their fathers wanted them to devote more time to 4-H.

Family characteristics of ninth and tenth grade girls in Bradley County which were not significantly related to 4-H membership status included the following:

1. Parents' marital status--parents' marital status (i.e., living together or not living together) was not a significant factor influencing 4-H membership.

2. Annual family income--4-H members and dropouts did not differ significantly as to the annual family income.

3. Fathers' educational level--although there was a tendency for fathers to have more formal education (i.e., high school or better), members did not differ significantly from dropouts.

4. Fathers' occupations--4-H members and dropouts did not differ significantly as to their fathers' occupations (i.e., farmers or non-farm employment).

5. Mothers' employment outside the home--although a higher proportion of members' mothers were employed outside the home than dropouts' mothers, the differences were not significant.

6. Mothers' attitude toward 4-H--although there was a tendency for members to perceive their mothers to be more interested in 4-H (i.e., wanted their daughters to devote more time) than dropouts, the differences were not significant.

Relation Between 4-H Membership Status and Participation in Organizations, Events and Activities*

Four-H membership status was significantly related to seven variables concerning participation in organizations, events and activities. Participation in organizations, events and activities of ninth and tenth grade girls in Bradley County found to be significantly related to 4-H membership status included the following:

1. Free time--girls who were 4-H members felt they had more free time than the dropouts.

2. Membership in school organizations--girls who were 4-H members belonged to more school organizations than the dropouts.

3. Membership in out-of-school organizations--girls who were 4-H members belonged to a larger number of out-of-school organizations other than 4-H than the dropouts.

4. Membership in all organizations--girls who were 4-H members belonged to a larger number of all organizations (i.e., in and out-of-school) than the dropouts.

5. Participation in school athletics--girls who were 4-H members were more active in school athletics than the dropouts.

6. Feelings about why others dropped out--girls who were 4-H members felt that other girls dropped out of 4-H because 4-H required too much time and responsibility.

*See data in Table III.

7. Participation in 4-H events--girls who remained in 4-H participated in a larger number of 4-H events and activities than did the dropouts.

Participation in organizations, events and activities which were not significantly related to 4-H membership status included the following:

1. Participation in out-of-school athletics--participation in out-of-school athletics was not a significant factor influencing 4-H membership.

2. Feelings concerning competition--although 4-H members tended to have less negative feelings toward competition (i.e., did not mind competition) than dropouts, the differences were not significant.

3. Watching television--the number of hours that the girls watched television each week was not significantly related to their 4-H membership status.

4. Listening to music--the number of hours that girls listened to the radio and/or records each week was not a significant factor influencing 4-H membership.

5. Attitude of peers concerning 4-H--although friends of members tended to have a more favorable attitude toward 4-H than dropouts' friends, they did not differ significantly.

6. Record books--although members had the tendency to have a more positive attitude toward record books, their attitudes did not differ significantly from dropouts' attitudes.

Relation Between 4-H Membership Status and Girls' Attitudes Toward 4-H Events and Activities*

1. A slightly higher average percent of 4-H members than dropouts felt more emphasis should be given to each of 16 4-H activities and events.

*See data in Table IV.

2. On the average, a higher percentage of the members than the dropouts felt that each 4-H event and activity should continue to receive about the same emphasis as was given at the time of the study.

3. On the average higher percents of the dropouts than the members felt each of 16 4-H events and activities should receive less emphasis than given at time of the study.

Relation Between 4-H Membership Status and Girls' Interest In Learning to Perform Selected Tasks*

1. On the average, a higher percentage of 4-H members than dropouts know how to perform each of the 21 selected tasks.

2. Although dropouts knew how to perform fewer of the 21 selected tasks than members, only a slightly higher percentage of dropouts than members wished to learn how to perform these tasks.

3. A higher average percent of dropouts than members did not like to perform or would not like to learn each of the 21 selected tasks.

V. IMPLICATIONS

Based on the results of the study, the following implications were made:

1. Since early grade enrollment was significantly related to 4-H membership status, special attention and continued efforts should be given to the first year members in Bradley County in order to increase 4-H holding power.

2. Since parents of members tended to have more formal education and 4-H members had more positive attitudes toward college and received higher grades in high school, it would appear that the 4-H program appeals to the more fortunate, sharper students; therefore, additional activities keyed to

*See data in Tables V, VI, VII, VIII and IX.

girls with less ability and background should help to hold less fortunate girls in 4-H.

3. Since the attitudes of the fathers and mothers toward daughters joining and participating in 4-H were significantly related to membership status, this would imply that special attention and effort should be made to inform parents of the advantages and opportunities in 4-H thus producing more positive attitudes in parents when their daughters join and participate in 4-H Club work.

4. Since senior 4-H members were more active in organizations and felt they had available free time, it would seem that membership tenure might be increased by providing more and different opportunities for 4-H participation, particularly at the ninth through twelfth grade levels.

5. Since "too much time required" was a reason given for dropping out of 4-H Club, it was implied that more activities of a short-term nature should be included in the 4-H program.

VI. RECOMMENDATIONS

In order to retain and increase the number of female 4-H Club members through their senior 4-H Club years in Bradley County, and other counties faced with similar problems, the factors here found to be associated with 4-H membership status should be considered by those responsible for 4-H work.

Specific recommendations for application of findings included those listed below:

1. Given adequate resources, Bradley County Extension agents could meet Explorer groups (fourth grade groups) more often each month or for a longer period of time giving special emphasis and more detailed instruction in each Explorer area.

2. Given adequate resources, Bradley County Extension agents could set up home economics programs geared to meet the needs of the slow, average, as well as the superior students. Each young person should be helped to set goals for themselves as well as to meet certain project requirements and actually make application at their own level of living.

3. Given adequate resources, Bradley County Extension agents could strive to better inform 4-H parents through letters, parent meetings, and home visits to explain 4-H activities, the purposes of these activities, and the part parents can play in the development of the young person through the 4-H program.

4. Given adequate resources, Bradley County Extension agents could offer special interest meetings, workshops and tours oriented to senior interests.

5. Given adequate resources, Bradley County Extension agents should develop a system of community Senior High 4-H groups across the county by training and implementing adult leaders in each community to broaden the 4-H program and reach the interests of the girls who are not actively involved in other school and/or community clubs, organizations and activities.

6. Given adequate resources, Bradley County Extension agents could develop community service and other types of opportunities for participation in activities of a short-term nature to 4-H members of the senior age group.

Recommendations For Further Study

1. Additional studies should be conducted in Tennessee to analyze reasons given by members and dropouts for "Why?" dropping out occurs prior to or during the senior years.

2. A study should be conducted to determine how teenagers actually spend their time to determine how much free time they actually have and if this is a legitimate reason for leaving senior 4-H work.

3. A comparative study should be made to determine the types of activities as well as quality of programs in senior clubs which retain members and those that have a shorter membership tenure.

4. A study should be done to further determine the types of educational programs which would be of interest as well as being needed by the affluent, disadvantaged and the in-between-groups of adolescents.

5. A study should be conducted in Tennessee to further determine activities and events of a briefer or shorter-termed nature that could be offered for senior 4-H member participation.

6. A study should be done in Tennessee to determine activities and events which would be especially suited to interests and needs of ninth and tenth grade girls.

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APPENDIX

TABLE I

RELATIONSHIP BETWEEN 4-H MEMBERSHIP STATUS AND SELECTED PERSONAL CHARACTERISTICS

Selected Personal Characteristics	Senior 4-H Membership Status		
	Members (N=33)	Dropouts (N=175)	Total (N=208)
	Percents		
GRADE IN SCHOOL[d]			
Ninth	73	95	95
Tenth-over	27	5	5
Total	100	100	100
AGE[a]			
13-14	36	42	41
15-19	64	58	59
Total	100	100	100
PLACE OF RESIDENCE[a]			
Urban	39	45	44
Rural			
Non Farm	37	37	37
Farm	24	18	19
Total	100	100	100
AGE WHEN FIRST[a] JOINED 4-H			
Nine	49	35	37
Ten	30	35	34
Eleven	21	30	29
Total	100	100	100
GRADE IN SCHOOL WHEN[b] FIRST JOINED 4-H			
Fourth and Fifth	84	62	66
Sixth and Seventh	16	38	34
Total	100	100	100

[a]Chi square value (X^2) not significant at .05 level.
[b]Chi square value (X^2) significant at .05 level.
[c]Chi square value (X^2) significant at .01 level.
[d]Chi square value (X^2) significant at .001 level.

TABLE I (continued)

Selected Personal Characteristics	Senior 4-H Membership Status: Members (N=33)	Dropouts (N=175)	Total (N=208)
	Percents		
AGE WHEN FIRST DROPPED OUT OF 4-H			
10-12 years	29	20	20
13 years	29	20	20
14 years	29	49	49
15-16 years	13	11	11
Total	100	100	100
NUMBER OF YEARS IN 4-H[c]			
1-3	12	41	36
4 - over	88	59	64
Total	100	100	100
GRADE RESPONDENT RECEIVED[a] MOST FREQUENTLY			
A's & B's	76	59	62
C's & below	24	41	38
Total	100	100	100
HAD PLANS TO GO TO COLLEGE[b]			
Yes	49	35	38
No	6	29	25
Undecided	45	36	37
Total	100	100	100
REGULAR CHURCH ATTENDANCE[c]			
Yes	88	61	65
No	12	39	35
Total	100	100	100
DATED[a]			
Yes	58	52	53
No	42	48	47
Total	100	100	100
"GOING STEADY"[a]			
Yes	39	26	28
No	61	74	72
Total	100	100	100

TABLE II

RELATIONSHIP BETWEEN 4-H MEMBERSHIP STATUS
AND SELECTED FAMILY CHARACTERISTICS

Selected Family Characteristics	Senior 4-H Membership Status		
	Members (N=208)	Dropouts (N=33)	Total (N=175)
	Percents		
MARITAL STATUS OF PARENTS[a]			
Living Together	88	83	84
Not Living Together	12	17	16
Total	100	100	100
ANNUAL INCOME OF FAMILY[a]			
Less than $3,000	6	7	7
$3,000 - over	94	93	93
Total	100	100	100
EDUCATION LEVEL OF FATHERS[a]			
Grammar School	42	55	53
High School	46	35	37
College	12	6	7
No Response	0	4	3
Total	100	100	100
EDUCATIONAL LEVEL OF MOTHERS[d]			
Grammar School	18	47	42
High School	58	49	51
College	21	3	6
No Response	3	1	1
Total	100	100	100
FATHERS' OCCUPATION[a]			
Farmer	6	3	3
Non-Farm	85	85	85
Not Employed	9	12	12
Total	100	100	100
EMPLOYMENT OUTSIDE THE HOME[a]			
Yes	64	51	53
No	36	49	47
Total	100	100	100

[a]Chi square value (X^2) not significant at .05 level.
[b]Chi square value (X^2) significant at .05 level.
[c]Chi square value (X^2) significant at .01 level.
[d]Chi square value (X^2) significant at .001 level.

TABLE II (continued)

Selected Family Characteristics	Senior 4-H Membership Status		
	Members (N=208)	Dropouts (N=33)	Total (N=175)
	Percents		
MOTHERS BELONGED TO ONE OR[c] MORE CLUBS OR ORGANIZATIONS			
Yes	49	24	28
No	51	76	72
Total	100	100	100
ATTITUDE OF RESPONDENTS' FATHERS[c] WHEN FIRST JOINED 4-H			
Very Pleased	67	40	44
Displeased or Uninterested	33	60	56
Total	100	100	100
ATTITUDE OF RESPONDENTS' MOTHERS[c] WHEN FIRST JOINED 4-H			
Very Pleased	91	67	71
Displeased or Uninterested	9	33	29
Total	100	100	100
FATHERS' ATTITUDE NOW OR AT THE[b] TIME RESPONDENTS JOINED 4-H			
Should Devote More Time	43	19	23
Devoted Correct Amount of Time	43	70	66
Devoted Too Much Time	14	11	11
Total	100	100	100
MOTHERS' ATTITUDES NOW OR AT THE[a] TIME RESPONDENTS DROPPED OUT OF 4-H			
Should Devote More Time	41	25	28
Devotes Correct Amount of Time	52	65	63
Devotes Too Much Time	7	10	9
Total	100	100	100

TABLE III

RELATIONSHIP BETWEEN 4-H MEMBERSHIP STATUS AND PARTICIPATION IN YOUTH ORGANIZATIONS, EVENTS AND ACTIVITIES

Attitude Toward and Participation in Organizations and Events	Senior 4-H Membership Status		
	Members (N=208)	Dropouts (N=33)	Total (N=175)
	Percents		
FEELINGS CONCERNING FREE TIME[b]			
Have Too Much To Do	6	21	19
Not Enough To Do	94	79	81
Total	100	100	100
NUMBER OF SCHOOL ORGANIZATIONS IN WHICH[d] THEY WERE ACTIVE MEMBERS			
None	31	63	57
One	24	28	28
Two	18	8	10
Three	9	1	2
Four and Above	18	0	3
Total	100	100	100
NUMBER OF OUT-OF-SCHOOL ORGANIZATIONS[d] IN WHICH RESPONDENT WAS AN ACTIVE MEMBER			
None	3	66	56
One	36	29	31
Two	46	4	11
Three	9	0	1
Four and Over	6	1	1
Total	100	100	100
NUMBER OF ORGANIZATIONS[d]			
None	3	44	37
One	9	35	31
Two and Over	88	21	32
Total	100	100	100
PARTICIPATED IN SCHOOL ATHLETICS[c]			
Yes	21	4	7
No	79	95	92
No Response	0	1	1
Total	100	100	100

[a]Chi square value (X^2) not significant at .05 level.
[b]Chi square value (X^2) significant at .05 level.
[c]Chi square value (X^2) significant at .01 level.
[d]Chi square value (X^2) significant at .001 level.

TABLE III (continued)

Attitude Toward and Participation in Organizations and Events	Senior 4-H Membership Status		
	Members (N=208)	Dropouts (N=33)	Total (N=175)
	Percents		
PARTICIPATES IN OUT-OF-SCHOOL ATHLETICS[a]			
Yes	27	17	18
No	73	83	82
Total	100	100	100
HOW WELL GIRLS LIKE COMPETITION[a]			
Do not mind competition	91	83	85
Do not like competition	9	17	15
Total	100	100	100
NUMBER OF HOURS RESPONDENT WATCHES TELEVISION WEEKLY[a]			
1 - 7 hours	24	24	24
8 - 14 hours	21	20	20
15 - 21 hours	18	29	27
22 - over	37	27	29
Total	100	100	100
NUMBER OF HOURS GIRLS LISTENED TO RADIO AND/OR RECORDS WEEKLY[a]			
1 - 7	39	21	24
8 - 14	26	23	23
15 - 21	26	26	26
22 - over	9	30	27
Total	100	100	100
ATTITUDES OF FRIENDS TOWARD 4-H[a]			
Favorable	49	42	43
Neither Favorable Nor Unfavorable	33	44	42
Unfavorable	12	13	13
No Response	6	1	2
Total	100	100	100
MOST IMPORTANT REASON RESPONDENTS THINK GIRLS DROP OUT OF 4-H[c]			
Have other interests	29	53	49
Requires Too Much Time and Responsibility	52	24	29
Other Reasons	19	23	22
Total	100	100	100

TABLE III (continued)

Attitude Toward and Participation in Organizations and Events	Senior 4-H Membership Status: Members (N=208)	Dropouts (N=33)	Total (N=175)
	Percents		
NUMBER OF EVENTS[d] AND ACTIVITIES			
One	21	43	40
Two	9	27	25
Three	15	18	17
Four - Over	55	12	18
Total	100	100	100
ATTITUDE TOWARD[a] 4-H RECORD BOOK			
Requires Too Much Time	10	8	8
Fair Basis for Determining Awards	67	48	51
Should be Dropped	10	29	26
Present Records Are Adequate	13	15	15
Total	100	100	100

TABLE IV

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD RECEIVE MORE EMPHASIS

Four-H Event or Activity	Should Receive More Emphasis			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Share the fun	22	73	83	58
Out of county trips	16	67	75	60
Special interest meetings	13	59	43	39
Public speaking	15	56	51	43
Project tours	14	56	57	47
Publicize awards and honors	14	50	70	53
District camp	12	44	68	52
Awarding ribbons	12	41	75	52
Honor Club	10	40	50	43
Dress Revue	11	38	53	39
Judging contest	9	33	38	29
Demonstration contest	9	30	33	25
Exhibits	8	28	64	47
Achievement day	7	28	36	32
Bread baking contest	8	27	44	30
Judging projects on basis of records	5	20	26	23
Total average		43		42

TABLE V

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD RECEIVE THE SAME EMPHASIS

Four-H Event or Activity	Should Receive Same Emphasis			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Achievement day	19	72	53	48
Breadbaking contest	20	67	76	52
Demonstrations	20	67	84	63
Exhibits	17	61	52	38
Judging projects on basis of records	15	60	51	45
Awarding ribbons	17	59	57	40
Judging contests	15	56	63	48
Dress Review	16	55	69	50
District 4-H camp	14	52	44	34
Honor Club	13	52	51	44
Publicize awards and honors	13	46	48	37
Project tours	10	40	48	39
Public speaking	11	40	53	44
Special interest meetings	8	36	44	40
Out of county trips	8	33	34	27
Share the fun	8	27	43	30
Total Average		51		42

TABLE VI

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD RECEIVE LESS EMPHASIS

Four-H Event or Activity	Should Receive Less Emphasis			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Judging projects on basis of records	5	20	37	32
Judging contests	3	11	30	23
Exhibits	3	11	20	15
Honor Club	2	8	16	13
Dress Revue	2	7	15	11
Breadbaking contest	2	6	25	18
Special interest meetings	1	5	23	21
Publicize awards and honors	1	4	13	10
Public speaking	1	4	16	13
District 4-H camp	1	4	18	14
Project tours	1	4	17	14
Demonstration contest	1	3	16	12
Achievement day	0	0	22	20
Out of county trips	0	0	16	13
Share the fun	0	0	17	12
Awarding ribbons	0	0	12	8
Total Average		5		16

TABLE VII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND TASKS THEY ALREADY KNEW HOW TO PERFORM

	Already Know How To Perform			
	Members (N=33)		Dropouts (N=175)	
Four-H Task	No.	Percent	No.	Percent
How to set a table	30	91	153	89
How to cook	29	88	135	78
Selecting and buying clothes	28	85	127	74
Taking care of babies	24	77	106	62
How to sew	24	73	115	67
Preparing food for a party and serving it	23	72	88	51
How to dance	22	71	88	52
How to be well groomed and have good manners	20	63	103	60
Planning parties and leading recreation	18	56	75	44
How to take photographs	15	48	91	54
How to give a demonstration	15	48	38	22
Speaking in public	15	48	28	17
How to redecorate a room	14	45	58	34
How to preside at meetings	14	48	33	20
How to drive a car	14	42	54	31
Taking care of lawn	13	41	66	38

TABLE VII (continued)

Four-H Task	Already Know How To Perform			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Raising vegetables	13	41	42	24
Repairing things in the home	12	36	50	29
How to be at ease with boys	10	32	87	51
How to be a leader	7	22	31	18
Making things of wood, metal, or leather	3	9	10	6
Total average		54		44

TABLE VIII

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND TASKS THEY WOULD LIKE TO LEARN

	Would Like To Learn			
	Members (N=33)		Dropouts (N=175)	
Four-H Task	No.	Percent	No.	Percent
How to be a leader	23	74	101	59
How to be at ease with boys	21	68	77	45
Making things of wood, metal, or leather	19	58	57	34
How to drive a car	19	58	119	68
How to preside at meetings	16	50	65	39
How to redecorate a room	15	48	100	58
How to take photographs	13	42	65	38
Planning parties and leading recreation	12	38	80	47
How to be well groomed and have good manners	12	38	64	37
Repairing things at home	12	36	68	40
How to give a demonstration	10	32	42	25
Preparing food for a party and serving	9	28	78	45
Speaking in public	8	26	65	38
Taking care of lawn	8	25	38	22
Raising vegetables	8	25	36	21
How to dance	7	23	73	43

TABLE VIII (continued)

Four-H Task	Would Like To Learn			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
Taking care of babies	7	23	54	32
How to sew	7	21	49	28
Selecting and buying clothes	5	15	43	25
How to set a table	3	9	12	7
How to cook	3	9	30	17
Total average		36		37

TABLE IX

RELATION BETWEEN BRADLEY COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND TASKS THEY DO NOT LIKE TO PERFORM OR WOULD NOT LIKE TO LEARN

	Would Not Like To Learn			
	Members (N=33)		Dropouts (N=175)	
Four-H Task	No.	Percent	No.	Percent
Raising vegetables	11	34	94	55
Making things of wood, metal or leather	11	33	102	60
Repairing things in the home	9	27	52	31
Speaking in public	8	26	77	45
Taking care of lawn	8	25	38	22
How to give a demonstration	6	19	91	53
How to take photographs	3	10	14	8
How to dance	2	7	10	6
How to redecorate a room	2	7	13	8
Planning parties and leading recreation	2	6	14	8
How to preside at meetings	2	6	71	42
How to sew	2	6	9	5
How to be a leader	1	3	38	22
How to cook	1	3	8	5
Taking care of babies	0	0	10	6
How to set a table	0	0	8	5

TABLE IX (continued)

Four-H Task	Would Not Like To Learn			
	Members (N=33)		Dropouts (N=175)	
	No.	Percent	No.	Percent
How to be at ease with boys	0	0	6	4
How to be well groomed and have good social manners	0	0	6	4
Preparing for a party and serving it	0	0	6	4
Selecting and buying clothes	0	0	2	1
How to drive a car	0	0	1	1
Total Average		10		19

THE UNIVERSITY OF TENNESSEE
AGRICULTURAL EXTENSION SERVICE
IN COOPERATION WITH LOCAL SCHOOL SYSTEMS

SURVEY OF YOUTH ACTIVITIES

Dear Student:

We would like to find out what activities teenagers take part in and what they are interested in doing. Your answers to the following questions, when added to those of your classmates, will give us this information.

Your answers will be kept strictly confidential. In fact, we do not want you to sign your questionnaire. There will be no way for us to identify your paper from that of your classmates. Nevertheless, we do need the right answers to these questions and your cooperation will be greatly appreciated.

1. Check whether boy _____ or girl _____.

2. Age _____(last birthday). 3. Circle your grade in school 8 9 10 11 12.

4. Name of school _____. 5. County _____.

6. Check where you live:

_____ in a town over 5,000 population.
_____ in a town of less than 5,000 population.
_____ in a thickly settled area but not in town.
_____ in the county but not on a farm.
_____ on a farm.

7. On your report card, do you get mostly -

_____ A's _____ C's
_____ B's _____ D's and F's

8. Listed below are some clubs or groups which are found in some schools and which meet during school hours. Please put a check (√) by the ones which you belong to now and attend over half their meetings. Please put an (x) by the clubs which either are not organized in your school or you are not eligible to join.

_____ FFA
_____ FHA
_____ Home Economics Club
_____ 4-H Club
_____ Band
_____ Key Club
_____ Glee Club
_____ Beta Club
_____ Music Club
_____ History Club
_____ Science Club
_____ Latin Club
_____ French Club
_____ Dramatics Club
_____ Biology Club
_____ Spanish Club
_____ Interact Club
_____ Debate Team
_____ Future Business Leaders
_____ Future Teachers
_____ Others (Please List)
_____ _____

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9. Listed below are the names of some clubs or groups which are found in some communities and which meet outside the school. Please put a check (✓) by the ones which you belong to now and attend over half their meetings. Please put an (x) mark by those which either are not organized in your community or you are not eligible to join.

_____ Boy Scouts	_____ Y.M.C.A.	_____ G.A.'s
_____ Girl Scouts	_____ Y.W.C.A.	_____ Luther League
_____ 4-H Club	_____ M.Y.F.	_____ Others (Please List)
_____ FFA	_____ B.T.U.	_____ _____
_____ FHA	_____ R.A.'s	_____ _____

10. Thinking of the time you have in the afternoon after school, in the evening and during the day on Saturday, do you feel that? (Please check one)

a. _____ you have too much to do
b. _____ you have a lot of time with nothing to do
c. _____ there ought to be more activities for boys and girls in your age group
d. _____ your time is pretty well taken up but that you are not too busy.

11. In all your spare time activities, what are the one or two things you enjoy doing most? (Please list below.)

_____

_____

12. How frequently do you attend activities connected with a church? (Please check one.)

_____ more than once each week
_____ every week
_____ seldom attend
_____ never attend

13. How often do you date? (Please check one.)

_____ more than once a week
_____ generally once a week
_____ about twice a month
_____ never

14. Are you going steady? Yes _____ No _____

15. Are you a regular participant in a <u>school</u> athletic or organized sports team which competes on a regular schedule with other schools? (Exclude Field Days)
Yes _____ No _____

16. Are you "trying to make" the school team in one or more sports? Yes ____ No ____

17. Are you a regular participant on an athletic or sports team which is organized <u>outside</u> the school and competes on a regular schedule with other teams?
Yes _____ No _____

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18. Are you "trying to make" the community or neighborhood teams in one or more sports? Yes _____ No _____

19. About how many hours each week do you watch T.V. -- including Saturday and Sunday? _____ hours.

20. About how many hours each week do you listen to the radio and/or records -- including Saturday and Sunday? _____ hours.

21. The following is a list of things some boys like to do in their out-of-school time. For each of the items please check (√) the blank under the heading which best describes how you feel about that item. Girls skip to question 22.

	Already Know How	Would Like to Learn	Tried It-Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to take care of the lawn?				
b. How to raise vegetables?				
c. How to repair things in the home?				
d. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
e. How to select and buy clothes?				
f. How to be well groomed and have good social manners?				
g. How to cook?				
h. How to take photographs?				
i. How to speak in public?				
j. How to give a demonstration?				
k. How to raise sheep, beef, dairy cattle, hogs or horses?				
l. How to raise crops?				
m. How to repair electrical equipment?				
n. How to keep a car in good mechanical condition?				
o. How to be at ease with girls?				
p. How to dance?				
q. How to plan parties and lead recreation?				
r. How to preside at meetings?				
s. How to be a leader?				
t. How to drive a car?				

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22. The following is a list of things some girls like to do in their out-of-school time. For each of the items please check the blank under the heading which best describes how you feel about that item. Boys skip to question 23.

	Already Know How	Would Like to Learn	Tried It - Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to drive a car?				
b. How to take care of flowers, shrubs, lawn, etc.?				
c. How to repair things in the home?				
d. How to plan parties and lead recreation?				
e. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
f. How to select and buy clothes?				
g. How to sew?				
h. How to cook?				
i. How to set a table?				
j. How to prepare food for a party and serve it?				
k. How to be well groomed and have good social manners?				
l. How to raise vegetables?				
m. How to give a demonstration?				
n. How to speak in public?				
o. How to preside at meetings?				
p. How to be at ease with boys?				
q. How to take photographs?				
r. How to redecorate a room?				
s. How to take care of babies?				
t. How to dance?				
u. How to be a leader?				

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23. Marital status of parents: (Please check one.)

_____ Both alive, live together
_____ Both alive, separated
_____ Both alive, divorced
_____ Neither parent living
_____ Father not living
_____ Mother not living

24. About how much income does your family earn each year? (Please check one.)

_____ Less than $2,000
_____ $2,000 but less than $3,000
_____ $3,000 but less than $4,000
_____ $4,000 but less than $5,000
_____ $5,000 and over

25. a. Does your Mother work for pay away from home? Yes _____ No _____

b. Does your Mother belong to any clubs or organizations? Yes _____ No _____

c. If so, about how many? One _____, Two _____, Three _____, Four or more _____

26. What kind of work does your Father do? _____

27. How long did your parents go to school?

	Mother	Father
Didn't finish grammar school	_____	_____
Finished grammar school, but then quit	_____	_____
Started high school, but didn't finish	_____	_____
Graduated from high school	_____	_____
Started college, but didn't finish	_____	_____
Graduated from college	_____	_____

28. Do you plan to go to college? Yes _____ No _____ Don't know _____

29. In your opinion, what do boys and girls in your school think of boys and girls who belong to the 4-H Club? (You can check more than one item.)

_____ Is interested in learning about things not related to farming
_____ Is interested in learning more about farming
_____ Is interested in learning more about homemaking
_____ Is a county "hick"
_____ Is joining a kid's club
_____ Will become a leader
_____ Will have more opportunities for fun
_____ Will have more opportunities to learn
_____ Something of interest
_____ Wants to get out of school work
_____ Wants to win some prize money
_____ Is lucky
_____ Will learn something that will help them in future life
_____ Wouldn't think much one way or the other

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30. Did you have an opportunity this school year to join a 4-H Club? Yes ___ No ___

31. Have you ever been a member of a 4-H Club? Yes _____ No _____

If your answer is "No" to question 31, this completes the questionnaire for you. Thank you for your help. Please turn in your paper after you check to see that you have answered all of the previous 31 questions.

32. Are you now a 4-H Club member? Yes _____ No _____

33. If you are now a 4-H Club member, or have been a member, please check the ones you have done. (You may check more than one.)

_____ Exhibited livestock, dairy or horses at 4-H Shows
_____ Entered a 4-H Public Speaking contest
_____ Given a demonstration in a 4-H contest
_____ Taken a trip out of county as a 4-H'er
_____ Exhibited at the county fair as a 4-H'er
_____ Attended a 4-H Club camp
_____ Took part in a county rally as a 4-H'er
_____ Took part in an achievement day as a 4-H'er
_____ Been a 4-H officer in your local 4-H Club
_____ Been a 4-H officer on the county level
_____ Been on a judging team as a 4-H'er
_____ Entered 4-H Dress Revue

34. How many years have you been (or were you) a member of a 4-H Club? _____ Years

35. How old were you when you joined 4-H for the first time? _____ Years old.

36. In what school grade were you when you first joined 4-H? _____ Grade

37. Have you been a member every year since you first joined a 4-H Club? Yes ___ No ___

38. If you have not been a member every year since you first joined a 4-H Club:

a. How old were you when you first dropped out of 4-H? _____ Years old.
b. How long was it before you joined 4-H again? _____ Years.
c. How old were you when you joined 4-H again? _____ Years old.

39. How much do you now like to compete with others your age for recognition, honors, or awards? (Check one)

_____ I am inspired by competition.
_____ I don't mind competing but don't particularly like it.
_____ I do not like to compete with others.
_____ I dislike competition and feel that there is definitely too much of it in Senior 4-H Club work.

40. Concerning 4-H Record Books, which of the following applies to you: (You may check more than one.)

_____ Records require too much time to allow me to remain in 4-H Club.
_____ Records serve as a fair basis for determining awards.
_____ Records are too complicated.
_____ Records should be dropped.
_____ Present records are adequate.

41. What was the attitude of your Mother or guardian when you first joined 4-H? (Check one)

_____ She was very pleased.
_____ She was uninterested. (Not either pleased or displeased.)
_____ She was displeased. (Upset because I joined.)

42. What was the attitude of your Father or guardian when you first joined 4-H? (Check one)

_____ He was very pleased.
_____ He was uninterested. (Neither please nor displeased.)
_____ He was displeased. (Upset because I joined)

43. What is now, or was at the time you dropped out of 4-H, the attitude of your Mother or guardian toward your 4-H work? (Check one)

_____ She thinks I should devote more time to 4-H.
_____ She thinks I devote about the correct amount of time to 4-H.
_____ She thinks I devote too much time to 4-H.

44. What is now, or was at the time you dropped out of 4-H, the attitude of your Father or guardian toward your 4-H work? (Check one)

_____ He thinks I should devote more time to 4-H.
_____ He thinks I devote about the correct amount of time to 4-H.
_____ He thinks I devote too much time to 4-H.

45. What do you think is the most important reason why many girls drop out of 4-H Club work about the time they enter high school?

_____

46. What do you think is the most important reason why many boys drop out of 4-H Club work about the time they enter high school?

_____

47. If you could change senior 4-H Club work, what is the one thing about 4-H you would like most to change?

_____

48. What changes in organization (date, place, time, number and length of meetings, etc.) do you feel need to be made to help improve senior 4-H work in your school?

_____

_____

49. What changes in leadership (club officers, committees, planning monthly meetings and special activities, adult volunteer leaders, etc.) do you feel would need to be made to help improve senior 4-H work in your school?

_____

_____

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50. What changes in participation (kind and number of 4-H events, activities, contests held, kinds of projects offered, record keeping, etc.) do you feel would need to be made to help improve senior 4-H Club work in your school?

_____

_____

51. What changes in recognition (kind, amount, basis for determining winners, contests, etc.) do you feel would need to be made to help improve seminar 4-H work in your county?

_____

_____

52. For each of the following 4-H activities, events or projects, please check (√) the blank below the response which best describes the amount of emphasis (effort in terms of time and money in promoting and conducting) that item should receive in senior 4-H Club work.

Item (events, activities or projects)	Amount of Emphasis (Check one for each item)					
	Greater Emphasis	Same Emphasis	Less Emphasis	Drop From 4-H	Don't Khow	Do Not Have In Our County
1. Public Speaking Contests						
2. Demonstration contests						
3. Judging Team contests						
4. Exhibit projects at county fairs, shows, sales, etc.						
5. County Rally day						
6. County achievement days						
7. County-wide meetings on subjects of special interest						
8. County-wide Honor Club						
9. District 4-H Camp						
10. Bread-baking Contest						
11. 4-H Project Tours						
12. Out-of-county Trips						
13. Judging project work on basis of records completed						
14. County 4-H fund raising events						
15. Giving ribbons for work done						
16. Publicize awards and honors given members						
17. Dress Revue						
18. Share-the-Fun						

This completes the survey form. Please check your paper to see ~~that you have~~ answered all the questions. Thank you for your help.

ERIC Clearinghouse

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on Adult Education